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ABSTRACT

The publication commemorates the first twenty-five years of Western Michigan University's School of Librarianship. The work is comprised of three sections which mark the most significant periods of development: the founding years, 1945-56; the period of graduate accreditation and attainment of new physical facilities 1956-63; and the years 1963-1970, marked by tremendous expansion which culminated in its recent recognition as a School in the Graduate College. The past quarter century is presented from the viewpoint of a brief factual chronology which precedes each section, and from the story of the department as seen through the eyes of those involved in it. (Author/MM)

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Perspectives:

A Library School's First Quarter Century

[1945 - 1970]

Valerie Noble, Editor

Laurel Grotzinger and Valerie Noble, Section Introductions

School of Librarianship

The Graduate College

Western Michigan University

1970

LI 003 394

Alice Louise LeFevre
Department Director 1945-1963

Dedication

From the vantage point of a quarter century it is a relatively easy task to glance backward and acknowledge that these current years fulfill the early plans and dreams . . . that those first steps were, indeed, in the right direction. The intervening years have seen the Department expand and thrive and prosper, all a testimony to Alice Louise LeFevre.

This publication honors the memory of Miss LeFevre, the School's founder and first director. The continuity of the family's interest in the School has once again been demonstrated by a generous financial contribution which, in part, helped to make this history possible.

WESTERN MICHIGAN UNIVERSITY
KALAMAZOO
49001
OFFICE OF THE PRESIDENT

Dr. Jean E. Lowrie, Head
School of Librarianship
Western Michigan University

Dear Dr. Lowrie:

Western Michigan University is justifiably proud of its School of Librarianship and of the accomplishments over the last quarter century. One of only forty-five of the nation's accredited schools of Librarianship, Western has accepted the responsibility of a leadership role in this area of higher education. Our School of Librarianship is seeking constantly for ways to improve established programs and is devising and implementing new programs as needs arise. In addition to programs leading to the Master of Library Science degree, Western has added programs leading to the Specialist degree in the Administration of School Media Centers, Community College Libraries, and Public Libraries. Recently inaugurated is a program in Map Librarianship developed in conjunction with our Department of Geography. The program leading to the Master of Science degree in Information Science, based on a multi-disciplinary approach, will be fully implemented with the opening of the 1970 Fall semester.

These are but a few of the more recent developments in the School of Librarianship which has made outstanding progress in both qualitative and quantitative terms under the leadership of the late Miss Alice Louise LeFevre and now under the dynamic leadership of Dr. Jean Lowrie.

Congratulations are certainly in order for the School's pioneering work with disadvantaged children through its recently-held library planning program for urban disadvantaged children, ages three to seven.

It is with considerable pleasure that I note that the Graduate Seminar Room of Western's School of Librarianship in Waldo Library is to be named for Alice Louise LeFevre and that concurrently you will issue a special publication entitled, Perspectives: A Library School's First Quarter Century. On this silver anniversary may I congratulate you and your colleagues on these significant successes to date and reaffirm the strongest possible administrative support in future growth and development as a School relating itself to the concrete and urgent needs of society in the field of librarianship.

Sincerely yours,

James W. Miller

James W. Miller
President

JWM:el

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Introduction

"All our past acclaims our future."

Swinburne's well known quotation aptly describes the intent of this publication which commemorates the first twenty-five years of Western Michigan University's School of Librarianship. The work is comprised of three sections which mark the most significant periods of development: the founding years, 1945-56; the period of graduate accreditation and attainment of new physical facilities, 1956-63; and the years 1963-1970, marked by tremendous expansion which culminated in its recent recognition as a School in the Graduate College.

The past quarter century is presented from two viewpoints—a brief factual chronology which precedes each section and the story of the department as seen through the eyes of those involved in it . . . faculty, graduates, and advisory committee members.

Thanks are due to the contributors for their interest and enthusiasm. Theirs is the main substance of this publication. Gratitude is also due the following: University archivist Wayne Mann, W. K. Kellogg Foundation librarian Dorothy Christianson, and Sister Louise Inhofer, research assistant who researched and organized the first departmental archives.

Despite the challenge and excitement of uncovering the past, as it is revealed in the following pages, one further idea has emerged as the underlying emphasis of these historical perspectives. All individuals—faculty, students, alumni, and friends—who have been involved in the preparation of this work have come to feel, as George Bernard Shaw so notably pointed out that, "We are made wise not by the recollections of our past, but by the responsibilities of our future."

School of Librarianship

The Graduate College

Western Michigan University

Twenty Fifth Anniversary Program

September 25th and 26th

1970

Friday the 25th

6:30 p.m. Dinner in the University Student Center West Ballroom

7:30 p.m. Introduction and Welcome
"Twenty Five Years: A Look Back"

Saturday the 26th

10:30 a.m. Dedication of the LeFevre Seminar Room in Waldo Library

Remarks

Alumni Presentation

1945
1956

In the unique atmosphere of professional reassessment, academic revolution and increasing demand for library personnel which followed World War II, a library school was founded at Western Michigan College of Education in Kalamazoo. The official establishment of the department on October 1, 1945, capped several months of intensive activity and fulfilled the original idea of one woman, Zoe Wright, who was then librarian at Battle Creek's Kellogg Foundation. Because of the Foundation's successful "five for one" book drive*, it had become obvious that there was a concomittant need for trained librarians to cope with the new books which were flooding the school, county and community libraries of southwestern Michigan. Western was selected as the logical place for the new department as it was a teacher's college and would thus lend itself to the preparation of the much needed teacher-librarians.

On August 21, 1945, Mrs. Wright informed Western's president, Paul V. Sangren, that the Foundation had approved a grant of $44,000 to establish an experimental program; the college matched this with $30,600. Three other individuals were involved in the planning: Nora Beust, of the U.S. Office of Education, who was also on the Foundation's Library Advisory Committee; Leon Carnovsky, Assistant Dean and Professor at the University of Chicago's Graduate Library School; and Ralph Ulveling, Chief Librarian at the Detroit Public Library. Miss Beust submitted several suggestions to President Sangren for the first director of the new department. From these, Alice Louise LeFevre was selected; she arrived in Kalamazoo in September, 1945, to take the position as director of the Department of Librarianship.

The first semester in the new school was devoted to organizing the department. This included the acquisition and organization of the book collection and teaching materials, remodeling the assigned quarters, personnel selection, purchase of equipment and establishment of an admission policy. Furnishings were ordered in March, 1946, but were not expected until the end of the year due to the labor and lumber shortage. Dorothy Curtiss, on sabbatical from the Columbia University School of Library Science, spent six weeks establishing a cataloging system for the department's professional and general book collections. Until the summer session of 1946, no other faculty members were hired. Miss LeFevre taught all classes and the department secretary served as "custodian" of the laboratory. The Department of Librarianship was not, at first, associated with any other division and Miss LeFevre reported directly to President Sangren.

Classes began in February, 1946—the spring semester—with two students and three courses. The primary objectives of the department were (1) to develop skills in selection, organization and use of books and teaching materials and (2) to stimulate an interest in books and reading at the elementary and secondary level. The three-fold purpose of the curriculum was to serve the needs of elementary and secondary schools, provide service in small communities and rural areas and help teachers and prospective teachers to broaden their knowledge about books and other library materials for their work with children and young people.

Students in the program could earn a library science major which consisted of twenty-four semester hours, or take a minor of fifteen hours. Majors were advised to devote their first two college years to liberal arts, including a foreign language and a laboratory science. During the third and fourth years they would, in addition to completing the librarianship courses, meet the college's education requirements. Sociology and economics were also suggested as electives.

The first summer session witnessed the arrival of a second faculty member, Mate Gray Hunt†, nineteen students and an additional six courses. By now, offerings consisted of Reading Interests of Children,

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*See "Five for One" article by Zoe Wright, page 13.
†See Miss Hunt's reminiscences, page 16.

Reading Interests of Youth, Selection of Reading Materials, Reference Service, School Library Organization, Administration of Libraries, The Library in the Modern Community, Classification and Cataloging, and Library Observation or Practice, a result of the recognized need for practical experience. The laboratory library had grown apace; it consisted of 1300 books and periodicals.

By the fall of 1946, Western had been reorganized and the department was associated with the Division of Teacher Education. As courses and students increased, the school became involved in other aspects of academic life. In November, 1947, the Colophon Club was founded* by and for the students and faculty. This organization convened every two weeks and provided for eleven years many social and professional activities.

In the same year, 1947, Alice Louise LeFevre was able to report that the department had made some progress in acquainting student teachers with book resources and with the means of securing books in various types of schools. She was, however, faced with a problem which was to plague the department for years to come: counselors were not well informed about the library courses and their value to student teachers and students themselves. This proved a major hindrance, attested by the fact that the desired enrollment, originally designated at forty, was progressing very slowly.

To help promote the new school, the faculty acted as consultants to libraries in the southwestern part of the state. This activity was important as it was believed that the demand for the department's product was dependent upon public understanding of what adequate library service entailed. Not only were the faculty out in the field, but professional meetings were held in the department as well. In addition, during this strenuous period, the department was working toward accreditation and the faculty was busy organizing for the A.L.A. inspection trip due in the summer of 1947. The publicity efforts began to pay off and by the second summer session, fifty-five students were enrolled.

In April, 1948, the department was accredited by A.L.A. as a Type III library school. This meant that the school offered "professional" training at an undergraduate level. Located on the second floor of the college library building, the department included a faculty office, a classroom and laboratory with individual study desks and a shelf capacity of about 5500 volumes. The laboratory also provided facilities for browsing and informal book teas. Western's Department of Librarianship was one of the first to be accredited after so short a history. This was due, primarily, to the generous initial grant which enabled accelerated acquisition of the required book collection and staff. As a result of the recognition, Western was singled out as a school for foreign visitors when they wished to investigate methods for the preparation of school and public librarians.

New courses added in 1948 were Reading Interests of Adults, Administration of School Libraries, Administration of County Libraries, Organization of Library Materials and Curriculum Enrichment. Practice work for school library preparation lasted for one semester and students gave half of each day to teaching and library activities at one of the affiliated training schools or in the Campus School Library. In conjunction with the relatively new county library program, several county libraries cooperated with the department's field program. Students spent a block of three weeks away from campus. They lived in private homes and participated in the community life of Muskegon, Kent, Branch, Van Buren, Monroe and Ingham counties.

The first three graduates, who had previously earned a bachelor's degree, received a Certificate in Librarianship in June, 1948, at the end of the summer session.

By 1949, several Kalamazoo libraries were cooperating in observation trips. These included Nazareth Academy, The Upjohn Company, Kalamazoo Central High School and Kalamazoo Public Library.

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*Bernard Oppenneer expands on Club activities in his article, page 17.

This year also marked the introduction of a course in storytelling in response to requests of the previous year's graduates. Earlier problems of recruiting young prospects were now coupled with a steadily increasing demand for department graduates. Between July, 1948, and July, 1949, only eight of the 140 requests for graduates could be filled. Even a beginner could earn a "good" salary, $2500-2900, in a Michigan library.

The department's program was now well established and becoming known. Between August, 1949, and late 1950, 275 requests for graduates were received from seventeen states other than Michigan. Unfortunately, recruitment still lagged behind demand . . . only seventen graduated in 1950. Miss LeFevre summed up the continuing problem:

> We find there is too little information provided by high school and college counselors as well as in the publications from the state education departments to give an adequate and convincing picture of the many openings for qualified young people. The profession still suffers from the old conception of library service gained through narrow acquaintances with poorly supported libraries administered by untrained personnel.

In spite of this and other rigorous problems of the new department, Miss LeFevre, in the report of the first five years, was able to note several significant benchmarks in its history: (1) the department was integrated with the division of teacher education; (2) the faculty of the school was separate from the college library staff; (3) there was freedom in promotion of the program through various channels; (4) centers for field work had been established with provision made for combined library and teaching practice, and (5) a separate bulletin had been published.

By 1951, enrollment had increased to the point where there was a definite need for a separate classroom to provide an area for studying. In the fall of 1952, the political science department moved to the new administration building and the library school fell heir to an office and a classroom. This meant that the temporary partition, which had for six years created a makeshift classroom in the laboratory, could be removed. All were grateful, not only for the additional space, but the welcome breeze from the west as well.

In addition to its physical expansion, the department was about to take what was to be one of the most important steps in its history. At the national level, the old fifth year bachelor's degree was gradually being abandoned and a master's degree given in its place. Across the country it was a time for extensive curricula revision. In Kalamazoo, reflecting this trend and the revision of standards for library education at A.L.A., the department developed and offered, in 1953, its first graduate course for school librarians.

There were still, however, many difficulties and growing pains. Despite the new graduate curriculum, the two original full-time faculty, Miss LeFevre and Miss Hunt, were carrying the total academic load; Miss Hunt taught six courses and Miss LeFevre, seven. In addition to their teaching and professional activities, they continued to be personally involved in placement. In 1954, beginning a trend that has continued to today, over 300 high school student library assistants attended the Student Librarian Assistants Association meeting. The curriculum was further developed to give emphasis to the public library and additional courses were added to the program: Subject Bibliography in the Social Sciences, Seminar in Administration Problems of School Libraries, Foundations of Librarianship, and Advanced Cataloging and Classification.

By 1955, the graduate program had become a major element of the department. The first two master's degrees were awarded in June and the first thesis was completed the same month. In anticipation of an accreditation visit, the entire curriculum was under examination. The undergraduate major was dropped in 1956 and strong emphasis was placed on undergraduate recruitment to a graduate program. It was a time of evaluation, revision and a general strengthening of the entire program. The next phase was about to begin in the history of Western's Department of Librarianship.

"Five for One" or How It All Began

Zoe H. Wright

After five and one half stimulating years at Iowa City, Iowa, where I organized libraries for children, general and mental patients at the University of Iowa Hospitals, I was requested to go to Battle Creek, Michigan to become the librarian of the W. K. Kellogg Foundation in 1937.

It was a challenging professional change and Dr. Henry Otto and Dr. George B. Darling soon gave me an assignment to make a survey of both school and community libraries in the seven-county health project, namely Allegan, Barry, Branch, Calhoun, Eaton, Hilisdale and Van Buren. Weeks went by before a definite statement could be made about my findings. There was found to be a tremendous need for adequate physical facilities, trained personnel and, most important of all, books and library materials in all local areas.

How to rectify these deficiencies seemed an impossible task, for most of the books were obsolete text books, torn and tattered readers with no specific current value. Library tools were very scarce and could be found only in the larger libraries. Something had to be done to dispense with the worthless materials before new books could replace them. Dr. Darling finally suggested the idea of "five for one"—that was, the Kellogg Foundation would donate one new book for five old ones.

The response far exceeded our wildest dreams, for books came from every corner of the seven counties. Even Mr. Kellogg took a great interest because books for children, especially, were a part of his philosophy for building good family and community relations. We appointed a committee from the State Historical Society and the Michigan State Library, with the State Librarian, Mrs. Loleta Fyan, in charge to examine the books. Very few rare ones were found.

To replace over a million books was the next problem, but how could it be done? This was to be a community effort and in quoting Mr. Kellogg again, "helping people to help themselves," the entire community had the right to assist in making its own selections. A committee composed of Dr. Leon Carnovsky, Assistant Dean, Graduate Library School, University of Chicago; Miss Nora E. Beust, Specialist in School Libraries, Library Service Division, U.S. Office of Education; and Mr. Ralph Ulveling, Chief Librarian, Detroit Public Library and President of the American Library Association, worked with trustees, superintendents and librarians from the seven counties in planning the next step.

The logical method of selection semed to be Book Fairs, located in each of the county seats, where it was possible to touch and see the best books of every variety and description. Many librarians of national reputation from California to New York where chosen for the seven-week period to assist children, teachers, and librarians in selecting the books suitable for their libraries. Librarians with a flair for storytelling conducted many happy hours with the children, telling old and new tales with great success. One in particular, from the New York Public Library, had been recommended to us by the authoress of many children's books, Mary Gould Davis. Junior and senior high students held conferences with well known librarians and writers such as Marguerite de Angeli, Gertrude Foster and John Tunis. Adults also had similar assistance with Mildred Batchelder and others from the American Library Association. Publishers responded in a remarkable manner. They offered books and library materials with liberal discounts and assisted as much as possible with a speedy delivery of the new books after a careful selection had been made.

The next move was solved entirely by the people themselves when the question was asked, "Where will we put the books when they arrive"? Space was soon made available, bookshelves were installed, and in many cases whole new library rooms were added in schools where none had existed before.

It now became necessary to think constructively about the training of persons who would have the "know how" to set up a new library program and also to assist existing libraries with additional help to better serve their communities. Consequently, conferences were held at the Kellogg Clear and Pine Lake campus near Battle Creek. During another memorable week, superintendents, trustees and interested citizens—together with the librarians—attended meetings at Walden Woods Lake near Detroit. Discussion groups were led by such people as Drummond Jones of the U.S. Department of Agriculture, Fred Miller who was in charge of the Kellogg Camp program and Dr. Fritz Redl, child psychologist of Wayne State University, Detroit.

Another exciting event was the trip to Chicago to attend a week-long conference at the University of Chicago. A group of one hundred people from the seven counties who were involved in the planning were the guests of the University under the sponsorship of the Foundation. A train ride to the Big City, out of the state of Michigan, and an opportunity to live in a dormitory was a tremendous experience for most of them. Dr. Paul Douglas, Dr. Carnovsky and Dr. Ralph Tyler prepared a stimulating program on many subjects pertaining to community life and how libraries could become a vital force in all planning programs. Recreation was not omitted. Sight-seeing trips were planned in various places throughout the city: visits to the art galleries, shopping in different department stores, riding on those "weird" escalators and, last but not least, a chance to see a real live stage performance, "Life with Father."

All these things pointed to the fact that a more professional program was necessary. We found that there was a real need for a training program for school librarians and small libraries in the state. We visited the library science school at the University of Michigan, Ann Arbor, but found that their courses were keyed to colleges, universities and large public libraries. Our loyal friend, Dr. Arthur Manske of the Education Department at Western Michigan College, had attended many conferences and all the processes from the very beginning. He well knew the importance of an adequate training program for school librarians in an accredited library science school. He urged that we call upon the president of Western, Dr. Sangren, for assistance in establishing such a school.

Thus on October 1, 1945, the Department of Librarianship at Western Michigan College was officially established. The Foundation agreed to contribute, over the next 5 years, a sum of $44,000. This was eventually increased to some $55,000. The College provided $30,600 over the same period of time. Alice Louse LeFevre, formerly Professor of Library Science at St. John's University, Brooklyn, was appointed as the first director.

During the first semester, time was devoted to the organization of the department. This involved selection of the book collection and teaching materials to be used by the students and faculty, selection of equipment, remodeling the quarters assigned to the department, selection of personnel, and establishing a policy regarding admission of students. Additional personnel were soon necessary, so Mate Graye Hunt was appointed to the faculty and a secretary was hired.

An informal survey was conducted by Miss LeFevre for the purpose of planning field work for the future students of school librarianship. It was revealed, however, that there were not adequate school library situations either on the campus or at Paw Paw. These facilities were needed in order to provide opportunities for supervised practice and observation. Miss Louise Galloway, a trained school librarian from the University of Kentucky, was hired by the Board of Education at Paw Paw to help fill this gap. Superintendent Floyd Hazel of Lakeview hired two trained librarians to raise the standards in order to qualify Lakeview as a training center. Both W. K. Kellogg Junior High and Ann J. Kellogg School were also acceptable. Plans, too, went forward for the establishment of a school library in the campus training school to serve as a practice center for the students. This library was to serve as a pattern for the other 12 grade schools throughout the state—a model of centralized library service housed in one building.

In April, 1948, it was announced by the Board of Education of the American Library Association that the Department of Librarianship was fully accredited as a Type III undergraduate library school. One advantage of this decision was the approved status of the graduates of the department. They were now accredited by the same standards as the 34 other accredited library schools. An even more important result was that graduates would have the opportunity to meet the requirements of certification for positions in county libraries as well as in in school libraries in Michigan and elsewhere.

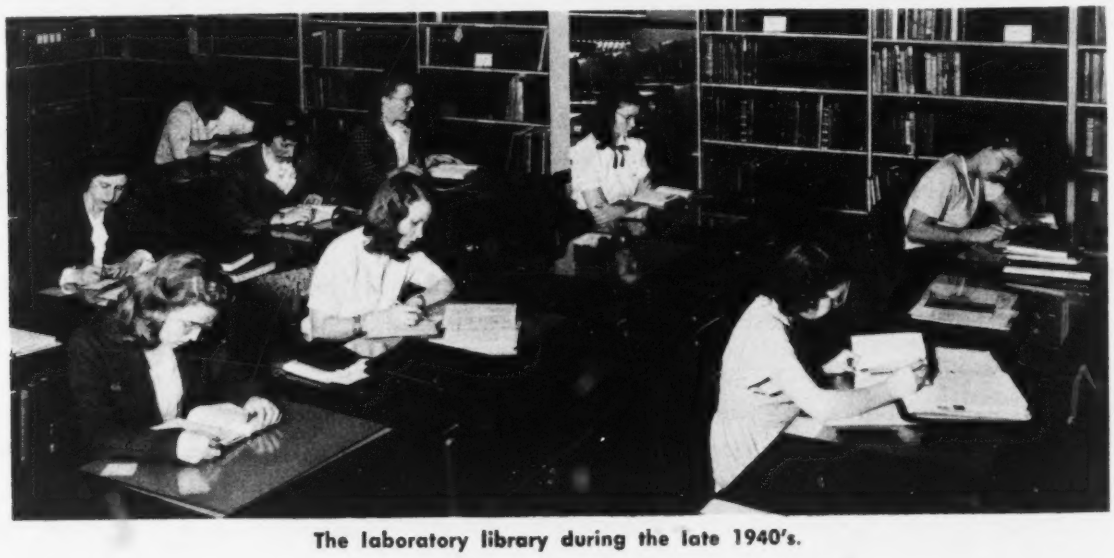
Dr. Emory Morris, president of the W. K. Kellogg Foundation, is to be commended for his assistance in making this library project grow from its early years of development into an integral part of a fast growing university.

Since I left Michigan in 1946, I have been less able to continue to observe the steady growth of this library school which has benefited so many persons throughout the state and faraway places. However, friends have kept me informed of the continued progress, of the graduate work now available, and, most of all, of a fine building that is a monument for all to see what can be accomplished when there is a motive and a plan of action.

A native of Iowa, Mrs. Wright received her bachelor's degree from Iowa State Teachers Collgee and, later, her master's in library science from Columbia University. She developed a patients' library at the University of Iowa Hospitals before becoming librarian of Battle Creek's W. K. Kellogg Foundation from 1937-1946. Following this, she was head of publications for the Library of Congress Division of the Blind. Mrs. Wright, retired in Alexandria, Virginia, died mid-July, 1970.

Mate Graye Hunt, Alice Louise LeFevre and the graduating class of 1949.

Christmas 1957—Nancy (Brannan) Moran, Bea (Hammer) Lasher, Bud Oppenneer and Mrs. LeFevre.



The laboratory library during the late 1940's.

Reminiscences of the First Faculty Member

Mate Graye Hunt

The Department of Librarianship at Western Michigan University is the result of a need seen by Zoe Wright in the early 1940's. A seven county survey was taken by the Kellogg Foundation in 1941 and 1942 to determine how many schools had libraries and how many needed them. Results of the survey indicated that: (a) schools had to organize libraries, (b) librarians were needed to run the facilities, and (c) a place was needed to train people to function as school librarians. Since the counties surveyed were in southwestern Michigan, Mrs. Wright thought that the logical institution to undertake the training task was Western Michigan College.

She sold her idea of Western being the training center for school librarians, then referred to as teacher-librarians, to the Foundation board. She then went to Paul V. Sangren, president of the college, to gain his consent for the project. According to the terms of the agreement, President Sangren would provide the space for staff, students and materials and the Foundation would furnish the necessary funds for the first year of operation. Actually the grant was to spread over a five year period, 1945-1950, with Western adding one-fifth of the cost of this teacher-librarian training program to its budget each year, thus taking over the whole program in 1951.

Alice Louise LeFevre, my close friend and associate, was contacted in August, 1945, to become department head and organize the program. She arrived in the fall of 1945 and immediately was plunged into organization problems. Mrs. Wright travelled daily from Battle Creek to Western to help Miss LeFevre and to see that everything was proceeding as planned. Soon, the school needed help and Louise asked me to come to Kalamazoo and teach. At first I declined because of my position in Texas. I had taught there for thirty years and was reluctant to leave. Finally, in June of 1946, I was persuaded to come to Western to help prepare teacher-librarians. My first course was children's literature.

At first, the program was a part of the Division of Education and remained attached to this until the late 1950's when it was being considered for accreditation by A.L.A. under the then new 1953 standards. Following accreditation, the Department was transferred to the School of Graduate Studies.

The first quarters were in a make-shift room of the college library. A partition divided the one classroom from the student study area. This did not seem to bother the two or three students enrolled at the time. However, as enrollment increased, this caused a problem for students who were trying to study; the classroom lecture and discussion disturbed them. Eventually, the Department consisted of two classrooms, a combined laboratory library study room, and offices located on the second floor of the Anna French Library.

During the early years the American Library Association had very few guidelines for such a program. Consequently the Department was pioneering in this venture. The Michigan Department of Education also lacked guidelines and requirements for the training of teacher-librarians. However, I enjoyed those first classes and the students and felt the greatest problem was the constant coming and going of secretaries.

Besides building the training program, Louise and I were constantly busy recruiting students to the Department. As the student body increased, the course offerings were expanded to include public library training.

Social activities were important to the program. The Colophon Club was an organization to which everyone connected with the Department belonged. It met once or twice a month for a program and social time. Another occasion, the Alumni Chocolate, was started so that the students, primarily young ladies, could invite their mothers to the campus and visit the Department. I felt it was very important

that Louise and I meet the parents, or at least one parent, of each student. This was done in conjunction with Homecoming activities.

Although I retired in 1959, I have tried to stay aware of the growth and development of the program. In particular, I recall Louise's dedication to the school. Once, when A.L.A. was visiting the accreditation, she refused to go to a dinner meeting because she didn't want any question about her activities. It was this devotion which helped the school to survive and establish a strong foundation in the first years.

Miss Hunt, born in Texas, spent the first thirty years of her career as a teacher and school librarian in Dallas. She served as Associate Professor of librarianship until her retirement in 1959. She holds her B.A. and M.A. degrees from Southern Methodist University and a B.S. in library science from Tennessee's George Peabody College.

A Certain Spirit

Bernard Oppenneer

One of the first things I recall about the department while I was a student was the pioneering spirit that was evident. The department was in its infancy during this period and both the faculty and the students seemed to have a special liveliness and spirit about them; they were beginning something new. Miss LeFevre worked and fought very hard to get the department started as well as to provide a departmental library for the students to use. In addition, Mate Graye Hunt, who specialized in school library service, and Miss Helen Masters of the English Department were also a great asset to the field of library service as it was being taught at that time.

The student body was comparatively small and therefore had a certain cohesiveness and spirit about it. We all went many places and did many things together. We were also small enough so that field trips could be easily taken. Outstanding among these was our visit to the Upjohn Company and meeting Miss Alberta Brown. It was one among many group tours. This kind of camaraderie made for an interesting approach to our classes and our studying as well. Many of us received help and, in turn, helped other students during this period. It was also a time of very few men. In fact, I think I was one of the first. During my freshman and sophomore years, I believe I was the only man in the department. In my junior year, Harold Martell appeared on the scene and in my senior year, Jim Sterling came along.

It was a period of considerable growth. For instance, the first year or so we each were assigned individual study desks. After that, we shared first with two and, later, with three different people. This practice alone would indicate a certain amount of departmental growth.

The library school faculty, of course, consisted of only two people. Miss LeFevre taught, among other courses, administration and cataloging. Her personal dedication and drive inspired all students to study hard and do their best. In cataloging, she was quite a taskmaster for accuracy and completeness. Mate Graye Hunt is memorable for her ability to use past experience and reminiscences to illustrate a point in her classes. Her students didn't always realize that she *was* making a particular point, and we sometimes wondered why she used so many illustrations. As we got out into the field, however, we found that her stories and ideas fit into place in our everyday and practical work. Miss Hunt also had a penchant for giving tests on the names of some of the state and national leaders in the field of library science. Again, we wondered why in the world we had to know these people. We were later to find that this knowledge helped us to meet these people readily and, when we worked with some of them, we enjoyed it so much more fully because we knew a little of their background. From the English department came Miss Masters who brought children's literature alive. I particularly recall her delight in children's poetry and the delight of the students in hearing her recite some of the nonsense verse.

She, again, was a person who put a great deal into her classes and expected to get a great deal in return.

One of the highlights of my experience was the early Colophon Club meetings. In particular, I recall the meeting at which Marjorie Silver Federowski told the tale of the time when she was driving along in her bookmobile and the gearshift lever came off in her hand. Her telling of this story, the experiences that went along with it and the problems which occurred were truly delightful. It made our group feel that we were really going to be able to work with the people at the grass roots level as she was so obviously doing. Other outstanding people who spoke to the Club included Ruth Warnke, now at A.L.A. headquarters, who—at the time— was head of the Kent County Library, and Lillian Anderson, of Kalamazoo Public Library, who was probably one of the finest circulation and adult services librarians in the state.

Of course, anyone who was in the department during Miss LeFevre's tenure will always remember the Christmas party at the LeFevre home. We entered the house to the very strong and enticing aroma of hot spiced cider which really put us in the Christmas spirit.

The 1951-52 school year brought about a change of guard at the campus school library and a new librarian, Jean Lowrie, arrived at Western. This was the year I was doing my practice teaching and I became her first practice student. This got me in on the ground floor of an inventory and weeding project as well as a complete revamping of the campus library. This was a valuable experience upon which I've drawn often, not only in my own library but in the balancing of small libraries in our system. The two of us seemed to have had a pioneering spirit at the time, Miss Lowrie for her new job, mine for the new experience of working in this particular school library as a practice teacher.

Old *Brown and Gold* pictures remind me that ours was the era of the bobbysoxer, and the socks show very well in these pictures as well as the mid-calf lengths of the dresses and skirts. I can't help but notice that the clothes I was wearing then are starting to come back into style with the wide ties and the wide lapels on sports jackets. As I look at different pages or pictures in the *Brown and Gold* from those years, many times I think, "I wonder what they're doing now?" There was a good spirit and a closeness that I'm sure is more difficult to have now with a larger department. Some of those I remember are Shirley Brabant, Joyce Pleune, Lillian Talmadge, Evelyn Armstrong, Nancy Brannan, and Beatrice Hamman. Others that I recall are Juanita Wiles, Joan Sterling, Jim Sterling and Judy Walmer. There were, of course, many, many others. I look at all of them with some feeling of kinship and a certain fondness for the period we spent there together. I suppose when they look at their *Brown and Gold*, if they do, they probably also ask themselves, "I wonder what they're doing now?"

After graduating from Western in 1952, Mr. Oppenneer did a stint in the service, then returned to Kalamazoo to work in the public library. Later he received his master's in library science from the University of Michigan. He was head of the Ottawa, Illinois, public library for nine years prior to becoming director of the Traverse City, Michigan, Public Library and the Grand Traverse Area Library Federation. He is currently director designate of the Saginaw Public Library and will become director of the Saginaw area library system in early 1971.

1957
1963

In 1957, Western Michigan College became Western Michigan University and a major reorganization took place. This resulted in the establishment of five schools: Education; Liberal Arts; Business; Applied Arts and Sciences; and Graduate Studies. By that time, the librarianship curriculum had been revised and expanded into a full graduate program with a minor available at the undergraduate level. Efforts were begun, culminating in 1958, to install a chapter of Alpha Beta Alpha, the national undergraduate library science fraternity. Other noteworthy events included the designation of the first graduate fellow, Mieko Abe from Tokyo, and the first H. W. Wilson and Grolier Foundation Scholarships.*

The following year, 1958, brought more significant developments. The need for adequate space was finally realized and the department moved from the East to the West Campus and occupied the entire east wing of the top floor of the university library.† The area included two large classrooms, a seminar room, a laboratory library with individual study desks and separate faculty offices. The departmental library, in addition to professional materials, housed a collection of books related to the reading interests of adults, young adults, and children. The separate seminar room held the nucleus of a historical collection of children's books. Along with the physical move, and, of particular importance to is future growth, was the transfer of the department from the School of Education to the School of Graduate Studies. This move, which came because of the increased emphasis on graduate work and the breadth of course offerings, brought a close association between the department and the Dean of the Graduate School. This relationship has been a highly satisfying one and profitable to the department.‡

On the afternoon of May 7, 1959, the new quarters were dedicated, highlighted by a special program and an open house. During the same year, another immense step forward occurred when A.L.A. accredited the department as a graduate school of library science. This placed the school as one of 33 such schools in the U.S. and Canada. This important year might be considered a turning point in the department's history, but there was no abatement in its development. In 1960 the first visiting scholar, the renowned Jesse Shera, spent three days with students and faculty discussing trends toward library automation. In the following spring another departmental experiment, a colloquium for graduate level students, was begun. This valuable experience was designed to provide opportunities for the students to listen to and discuss topics with distinguished visitors from library science and other university disciplines. At the same time teaching methods and class content were undergoing evaluation and revision. Teaching loads received critical attention with an eye toward reducing them in order to give more time for graduate instruction, thesis supervision and administration of special field studies. A concerted effort was underway to bring more challenge into the classrooms.§ A special curriculum for instructional materials center specialists was prepared and proposed for approval by the Graduate Council. New courses in College and University Library Service and Government Publications were approved in the spring of 1962. Library Research, Administration of the Instructional Materials Center and Professional Individual Studies were added to the graduate curriculum. The move toward inter-disciplinary studies was evidenced by the IMC program which consisted of a combination of library science and audio-visual education.

There were still unsolved problems despite the A.L.A. accreditation: a marked addition in enrollment,

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*Juanita Ziegler Oas offers more details of this period on pages 21-23.

†See "The Librarian and the Library School" by Katharine Stokes, pages 26-27.

‡Dean Mallinson discusses the Department and the Graduate School, pages 35-36.

§On page 25, James Walz describes some of the people and activities of the period.

with a wider geographic distribution of students, increased teaching loads. Unbelievably, twenty-nine courses were being carried by three and one half faculty members.¶ Under this heavy burden, tragedy struck and in May, 1963, the dedicated and indefatigable founder, Alice Louise LeFevre, died. The faculty quickly drew together in order to continue the program. Dr. Jean Lowrie became Acting Head and the department continued its internal evaluation. The following year all courses and contents were restructured. In response to demand, an extension center was opened on an experimental basis at the State Library in Lansing in the fall of 1962. A similar demand from the Muskegon area reflected the growing national movement among graduate library schools. Soon the department, which had been located in its new quarters for only a few years, was bursting at the seams. The annual report emphasized the need for additional classrooms and laboratory space and additional faculty. It was obviously a transition period but one which was to weigh heavily on the following years.

¶See Gary Purcell's article, page 23.

The faculty of 1961-62—Jean E. Lowrie, Alice Louise LeFevre, Gary R. Purcell and lab librarian Mrs. Mary Wilcox.

Frederick O'Hara and a group of students, 1959-60.

The laboratory library in the mid-1960's.

"A Funny Thing Happened to Me on the Way to the Library"; The Era Between 1957 and 1963 Came Into Clear Focus!

Juanita Ziegler Oas

I REMEMBERED WHEN . . . . We were introduced to librarianship first by way of application, counseling and finally enrollment—endless lines and endless hours of filling in blank spaces on innumerable papers . . . ENROLLMENT DAZE!

I REMEMBERED WHEN . . . . Mayte Gray Hunt brought to life historical facts in the History of Books and Printing class, and brought full appreciation of the words of Carlyle in his letter to R. Mitchell, "Blessings upon Cadmus, the Phoenicians, or whoever it was that invented books." And I think of Miss LeFevre and the class in Cataloging and Classification when I find *How To Clean Everything* (648) shelved next to *Infant Care* (649)!

REMEMBER . . . . Bulletins and Librarianship Catalogues for the years between . . . years that were filled with college calendars, semesters, Department Information, and on some pages, shades of the miniskirt! those once-worn skirts in THAT day with BOBBY SOX yet, remember? Pages devoted to OPPORTUNITIES IN LIBRARIANSHIP, HISTORY & PURPOSE, QUARTERS & EQUIPMENT, CURRICULUM. Not to mention the classes in Reading Interests of Children, Young Adults, Adults and especially (!) librarians-in-the-making! Bibliography courses leading us into bibliographies of bibliographies . . . AND . . . who is that in the picture on page 8 of the 1956-58 Bulletin? My memory! Another picture of early members of the Colophon Club, with Miss Hunt presiding at the round table, surrounded by classmates of long ago!

AND THE NEWS NOTES . . . . Colorful pages eagerly awaited at the end of each year. Happy memories! Frustrated memories! Will-I-ever-make-it memories! These lines are from the *1957* issue, "As we entered our second year of the graduate curriculum in Librarianship this fall, we found ourselves substituting *University* for *College* . . ." There are signs indicating *old* and *new* buildings, on the *new West* Campus "next to the Music Building rises the beautiful new library building . . ." This year found a newly organized Department of Librarianship Alumni Association with President Harold Martell, Vice President Richard Burgess, Secretary Lois Elliot Seger, and Treasurer Judy Walmer Fosbender. The Constitution was approved during the October annual Michigan Library Association Conference. A great honor was bestowed upon Miss Hunt by the Texas State Teachers' Association "as one of the outstanding teachers of Texas children" when she served as school librarian for some thirty years. Undergrads were 36 and grads 19, and Miss Hunt had 18 in her extension class at Coldwater. Foreign students began to appear in this Department giving an air of Internationalism. The Colophon Club applied for membership in Alpha Beta Alpha, the undergraduate national fraternity in library science. With each issue of NEWS NOTES pages were devoted to pertinent information about grads, beginning with the "early" date of 1948.

1958 NEWS NOTES brought information of the BIG MOVE into new quarters. A separate wing on the second floor of the WALDO LIBRARY BUILDING. "A spacious corridor gives exhibit space between class-rooms and the new lab . . . typing room for students and a separate kitchenette . . . an attractively furnished room for Alpha Beta Alpha." (CC Club made it!). Miss Lowrie returned as Associate Professor, and Miss Hunt had TWO "retirement parties."

1959 NOTES began with a serious statement, "For the Department of Librarianship this past year has been one of self-evaluation, questions, investigation, inspection and discussion culminating in much planning for the future." Serious signs of the proverbial "growing pains." There were three full days of visitation by a committee from the A.L.A. on Accreditation, followed by a period of waiting, but WORTHWHILE, for the Committee voted to "accredit the program leading to the Master of Arts in Library Science degree . . ." One of 32 graduate library schools in the U. S. Congratulations! MAY

7th was DEDICATION DAY for the NEW QUARTERS. Dr. Mallinson, Dean of the School of Graduate Studies, presided, with the subject, "The Future of Librarianship at Western: The Historical Approach." Speakers were Nora Beust, formerly School & Children's Library Services Specialist of the U. S. Office of Education, Loleta Fyan, Librarian of the State of Michigan, Leon Carnovsky, Professor at the Graduate Library School, University of Chicago, and Paul V. Sangren, President of Western Michigan University. About one hundred people attended, including two members, Beust, Carnovsky of the original 1945 advisory committee to the Department.

Another FIRST for the Department was the summer workshop for Student Library Assistants, juniors and seniors who help in school or public libraries. GOOD NEWS for registration came this year . . . *IBM!* "No more big yellow or big blue forms to fill out but still some writing and much running about in the Field House . . . The *Machine Age* is with us but as yet IBM doesn't counsel or teach!" Amen! Full-time 15 and part-time 23 grad students, with 52 undergrads. Degrees granted: 9 bachelor's and 16 master's. SPECIAL HONORS to Miss Lowrie, now DOCTOR! The first Ph.D. at Western Reserve University School of Library Science, Cleveland. Miss LeFevre makes regular trips to Lansing as participant on the Advis ry Committee for the State Study of Library Service in Michigan; to devise practical means for the app. .tion of Public Library Standards in order to provide state-wide library service. This is progress!

1960 NOTES revealed that the Department had "lost one of its most staunch friends in the resignation of President Sangren. Largely through Dr. Sangren's foresight and efforts this Department came into being and continued to have his support throughout its fifteen years." Dr. James W. Miller, of Michigan State University was appointed President, to take office in January. "Thus a new era in our history is beginning." TOTAL Western enrollment was *9,327* this year, and was reflected in the students for the Department. Total undergrads 70, 18 full-time and 25 part-time grads. DESKS in the lab were for upperclassmen and graduate students . . . alas for the lowly freshmen! Degrees granted—15 master's, 12 bachelor's. "Again the question was raised this year about what tangible contribution the Alumni can make toward the progress of the Department," serious intentions were expressed, followed with action via contributions, to assist in furnishing much needed shelving, etc., for the Seminar Room.
1961 NOTES began with "Our new president, Dr. James W. Miller, has been on campus for nearly a year now and the transition from one administration to the next was accomplished smoothly with changes so gradual that adjustment has been easy." More GROWTH in concrete and in "people." "Our view is being cut off by the erection of the new Moore Residence Hall for Women across the road from the Waldo Library. We see more and more bricks and fewer trees each day. Within the past year, three new buildings have been added . . ." Undergrads 75, 28 full-time and 27 part-time grads. AND the warm closing paragraph we anticipated with each issue, ". . . some of the traditional customs go on year after year such as the Christmas party at the LeFevres . . . 54 attended last year and in spite of having to sit on floor cushions, there was no sign of discomfort in the faces during the reading of the poems and distribution of gifts. Felix is still there to crawl from one lap to another . . ." and of course there was the singing of carols and the delicious refreshments, but most of all, the hospitality and wonderful feeling of "belonging," and feeling akin to these words of Wordsworth, "The thought of our past years in me doth breed Perpetual benediction."

1962 NOTES brought news of an outstanding event, the Visiting Scholar Program. Each year the University provides funds for departments to bring to the campus eminent scholars in the department's special field. The FIRST for our department was Dr. Jesse Shera, Director of the Documentation Center and Dean of the Library School at Western Reserve University in Cleveland.

1963 NOTES, a year filled with great sadness with the illness and death of Miss LeFevre, and we share these words with you again, "It does not seem possible that she is not here to write her special greeting to each of you. She would be pleased to know, however, that the Alice Louise LeFevre Scholarship Loan Fund has grown handsomely this fall. She knew of its establishment and was delighted that your Alumni Board had created it . . . A living memorial such as this is the greatest tribute we

can make to the founder and long-time director of our library school who gave of herself so unstintingly."

THRUOUT these years honors and scholarships were received and awarded. New experiences were instigated to enrich the lives of students. Summer sessions brought well known visiting instructors. Faculty information varied with each report, with their participation in professional meetings, vacations, publications, not to mention weddings and births!

MEMORABLE pages! Marriages and babies with joy, deaths with sadness, and each year one of the major events was the Homecoming Chocolate, when grads and spouses and offspring could gather around the friendly atmosphere of former days . . . And now, my fellow-classmates, these hours of reminiscing have been delightful for me, and—I hope—the same for you, in spite of your discovery in the world of LIBRARIES some reason for Arnold Glasow's comment, "Some of today's literary drivel is enough to make you burn your library card." And, perhaps, you agree with many an Egyptian scribe of some 5,000 years ago when he lamented that the world was rapidly becoming demoralized, children no longer obeyed their parents and everyone was trying to write a book . . . but 'bide with me with just one more quote, from Carlyle's Inaugural Address in 1866, "MY DEAR OLD ALMA MATER." Our cheers to, that is!

Librarian of the Sturgis, Michigan, Public Library, Mrs. Oas holds her B.S. and M.A. degrees in library science from Western. In addition, she has academic background in foods and nutrition, social science and has studied voice. She has been associated with the Kellogg Foundation, Kalamazoo's Borgess and Bronson Hospital libraries, and the Leila Y. Post Montgomery Hospital library in Battle Creek. She has published in both professional and non-professional journals.

At the Crossroads

Gary R. Purcell

During my first year at Western's library school, there were only three full time faculty members—Miss LeFevre, Dr. Lowrie, and me. In the next few years the school grew in size and a number of additions were made to the faculty, the curriculum and the program of the department. But some of my best memories of the school are of the time when the faculty and the student body were small. There was a feeling of closeness among faculty and students that I remember well to this day. I had many good friends during that first year among people who took courses from me, and those friendships continue on to the present.

The small size of the faculty gave rise to some interesting situations in 1962. Each person had to teach several courses and students who planned to specialize were limited in their choice of faculty members. One person registered for all four courses which I taught in the fall semester, and then he bravely signed up for three more in the spring. I never could be sure how many times he had heard the same stories and jokes.

One of the highlights of my first year at WMU was the three day visit of Dean Jesse Shera from Western Reserve University. Dean Shera was invited to be the visiting scholar sponsored by the Department of Librarianship, and in this capacity he spoke to various groups of students, faculty members, librarians, and some non-librarians. I attended all the lectures he gave, and have since enjoyed kidding him about repeating the same stories in each lecture, although in fact it only happened once or twice. At that time he talked about information retrieval and the use of the computer as a tool for librarians, and it seemed like a dream of the future. It was only a few years later, however, when the department added courses in this area to the curriculum.

Two years later another visiting scholar was sponsored by the department. This was Ralph Shaw who at that time headed the library school at the University of Hawaii. As I recall, Dr. Shaw still had some association with Rutgers University that year and he was, of course, still publisher of the

Scarecrow Press. He seemed to be commuting between New Jersey and Hawaii, and it was on one of these commuter trips that he stopped in Kalamazoo. Each of these two men who served as visiting scholars made an important contribution to the library education program at Western.

The Lansing extension center was opened up during the time I taught at Western. In fact, I had the the experience of teaching the first course in the series that the department offered in Lansing. Later I taught another course in Muskegon. On one occasion when I arrived in Lansing for class, the doors to the building were locked. Apparently the community college, where we met for class, happened to be on vacation that week and they forgot about us. I don't remember how, but we finally managed to get into the building for class.

Some very creative students were enrolled in the library school while I was there and it was a pleasant experience to have them in class. I remember two who developed a television program in one of the courses and later were invited to present it on the Kalamazoo Public Library program on WKZO-TV. Mr. Andrew Vanderzee and Miss Kyoko Matsuoka were the two people involved. I remember that Miss Matsuoka told a Japanese folk tale for children. In helping her prepare for the T.V. performance we recorded that story, and I still have the recording today. Another person who developed what started as a classroom assignment into something bigger was Alexander Body. His bibliography of government document bibliographies was later published and it is now listed frequently in the literature of the field.

Serving as an adviser to Alpha Beta Alpha was an interesting and rewarding experience. During the time I had primary responsibility for the organization there was only one male member. The two of us felt somewhat outnumbered by the young ladies in the group but, as I remember, we didn't complain too loudly. The ABA meetings and the annual Christmas parties were always occasions to be remembered. Speaking of annual Christmas parties, I remember once donning a red suit and a white beard for one of those festive occasions. Someone was overheard to comment that Santa had lost a lot of weight since the previous Christmas. The big problem that Santa had was that the beard kept coming off and the pillow kept slipping down. Another Christmas I stood under the mistletoe and promised an "A" to any young lady who took advantage of the opportunity. Much to my delight, several did.

One of the choicest memories I have of my experience at Western was the opportunity to become acquainted with Miss LeFevre and Mrs. LeFevre. The Department of Librarianship at WMU shall always be the greater because of the direct and indirect association of these two great ladies and it has been a real privilege for me to be associated with them.

The year following the death of Miss LeFevre was a difficult year for all of us at the library school and especially for Dr. Lowrie because of the deep personal loss which she felt. This, combined with the impact of suddenly being called upon to carry the responsibility of directing the affairs of the school, was a heavy burden and I shall never cease to admire the way in which she was equal to the task. Dr. Lowrie has built upon the solid foundation laid out for the school by Miss LeFevre and has been able to expand and give great strength to the program the school has to offer.

Through the years since my association with Western Michigan University the library science program has continued to grow and to become stronger. With the perspective of time and distance I can see a multitude of ways in which new strength and vitality have been added to the program, and the indications are that during the next 25 years the development of the school will be unbounded. It is indeed an honor to have been a part of this institution during some of the formative years in its growth.

Mr. Purcell received his bachelor's degree from the University of Utah, his MLS from the University of Washington and his master's from Case Western Reserve University. He has worked at the Idaho State Library, and at the Seattle Public and Enoch Pratt Libraries. He is currently working on his doctorate at Case Western, chairman of *Library Journal's* Reference Books Committee, and a member of A.L.A. Council.

Impressions and Individuals

James F. Walz

Probably one of the first individuals to impress us with ideas about librarianship was Miss LeFevre . . . the very idea that we might become librarians. Recall her enthusiasm for people and for books, and the way she drew the two together—her patient help for the novice—that inquiring, bird-like, cocking of the head—her characteristic hustle down the hall—those wonderful eyes that sometimes would flare in honest anger or, more often, shine even brighter with approval or concern.

Then the recollections come thick and fast as memories of faculty members float by. That calm smile of encouragement from Dr. Lowrie to put heart in your first real attempt at a book talk—why, even today some of us use work manuals that she helped us compile. Miss Esther Burren for Reference Service—what a stern taskmaster, what a good teacher, what a great friend—and what a hot, hot, summer! The sincerity Mr. Purcell brought to his teaching—his touch of Mormon modesty that wafted like a fresh western breeze across some of our pretensions. That incredibly crowded University High Library and the true grit with which Miss Esther Carter guided it (and those of us there on field assignment)!

Recalling these teachers brings to mind courses ranging across the whole panorama of librarianship, from the mists of the past into the possibilities of the future, from the grim minutia of practical routine to the most disconcerting of professional abstractions. We studied and read and researched. We listened and discussed and wrote . . . and rewrote. Yes, we really worked. And then we smiled and tucked away many of those petty details and high-flown theories, back in that dusty corner along with the rule for gerunds and the Kings of England in chronological order. But maybe you've noticed how often in the intervening years you've been glad to visit that corner . . . and not for gerunds either. It's amazing how many appropriate answers for today and tomorrow we stockpiled so long ago. So go ahead and bring out those sound ideas. Never mind the smudge of dust on your cheek; only those with a touch of guilt themselves will recognize it, and they will never tell.

What a diverse group of students we were, all shapes, sizes, and persuasions. There were undergraduates zeroing in on that first degree—experienced librarians returning for advanced work—wives and widows willing to invest in a new future—refugees making a whole new life—school teachers at last finding ways to individualize instruction—bibliophiles training to be missionaries—dreamers becoming activists—and there were those fantastic foreign students.

Remember trying to explain Halloween to the visitor who insisted that she had been taught the United States was a Christian nation? Or the Japanese who already knew a hundred times more than you did about the children's literature of *your* country? Or the girl who was twenty minutes late for her test because she was so thrilled by her first snow? Or the Moslem who went home with you for the holidays and blessed your house with a reading from the Koran?

Is it any wonder that as we think back to the Department of nearly a decade ago—to ideas, impressions, and individuals like these—that we get a little nostalgic? The bad times, the sad times, are forgotten and yet so much remains. Each of us can heave a sigh about those days and say:

"By the rivers of my memory,

Ever smilin', ever gentle on my mind."

Mr. Walz, a native of Michigan, received his bachelor's degree from the University of Michigan, attended Hope College and received his master's in library science from Western in 1962. He is currently librarian at Fennville, Michigan, High School.

The Librarian and the Library School

Katharine M. Stokes

When I became Librarian of Western in September, 1948, there were just two faculty members in the Department of Librarianship. I don't remember where or when I first met Louise LeFevre, the Department head, and her assistant, Mate Graye Hunt, but I do recall vividly two events associated with them in my early weeks in Kalamazoo. One morning on the way to work I saw a white house being moved up the middle of the street. I learned later that it belonged to the LeFevres, who had had to relinquish its former location as a part of the building site for a new junior high school complex. In the next nineteen years I was to spend many pleasant hours with Louise and Eunice LeFevre in that charming house.

The end of our first week as residents of the faculty apartments, my mother had to go to the hospital for an operation. I could have felt very much a stranger in that new community but I remember the telephone calls each evening from Mate, inquiring about mother's progress during the next two weeks. A number of people on my staff and in the apartments were very helpful and solicitous, but Mate's faithful calls and unhurried conversations were a great comfort and changed us from new acquaintances into close friends.

Such concern for an individual's troubles, whether caused by illness or money, was characteristic of the way both Mate and Louise treated their students. Not only did they teach long hours, but they gave many evenings and weekends to social and professional activities to round out their students' experience. They were dedicated to producing effective librarians for Michigan's schools and public libraries in those early years suported by Kellogg funds.

For the busy six-week summer sessions Louise was able to attract excellent faculty members from her wide acquaintance. Dr. Florence Van Hoesen, now retired from the Syracuse library school faculty, and Dr. Eugenia Schmitz, now a faculty member at a new library school at Oshkosh, Wisconsin, were two of those who impressed the library staff with their exhaustive uses of the library's limited resources. The first full-time faculty member to be added to the Department of Librarianship was Fred O'Hara, whose articles on federal documents are currently furnishing lively reading in the *Wilson Library Bulletin*. Salaries for new appointees were hard to come by in those days, but eventually I was able to attract from our neighbor, Kalamazoo College Library, the cataloger whose fine abilities I had recognized one summer when we were graduate students at Ann Arbor's library school. Louise, too, knew her quality and soon approached me about lending Gertrude Van Zee to her to teach the advanced cataloging course given the second semester. Gertrude was interested in teaching since her one summer experience of it at Pennsylvania College, so she undertook the extra work for which there was no extra salary and only minimal released time from her regular assignment as assistant head of the Catalog Department of the library.

This was the first of many cooperative arrangements between our two units. Gertrude took over the cataloging of the department's acquisitions for its library. When she became head of the Catalog Department upon the retirement of its former head, we arranged to have another member of the cataloging staff, Lilije Puzé, a department graduate, spend half of her days in the department library supervising the student assistants and preparing its catalog records for its own files with duplicates for the union catalog downstairs.

When a new building was planned in the early 1950's, quarters for the department made up half of the floor designated second, really the third, at the top of the building. We moved into it in 1958 soon after the department became an ALA accredited graduate library school with an expanding faculty and courses for academic and special librarians added to its curriculum. Another of its graduates, Mrs. Mary Wilcox, from the library's Catalog Department, became its part-time librarian. Some of the students were now being assigned to practice work in various areas of the library, with Frank Allen,

the Assistant Librarian, supervising their progress. Gertrude Van Zee was too busy as head of cataloging to continue her sporadic teaching, but a member of her staff, Mabel Grannis, taught two courses one summer for extra compensation.

Louise LeFevre asked me to be a member of her advisory committee after we moved to the new building and I remember getting better acquainted at its meetings with Mrs. Loleta Fyan, then the State Librarian, and Mrs. Madalyn Bradford, the Librarian of the Van Buren County Library. Along with our great regret at Louise LeFevre's untimely death in 1963 went our gratitude for her wise planning in having Dr. Jean Lowrie already on the staff to become her successor.

Now a new phase in our cooperation was begun—a program I suggested at an Advisory Committee meeting, based on my experience at the University of Illinois. Two salaries of $2,400 each were created from an existing one for a clerical position to employ two half-time assistants in the library who were to be chosen from the prospective Master's candidates Dr. Lowrie recommended. Luree Jaquith filled the first position over a two-year period, working first in circulation and the second year in the new Educational Resources Center. She proved so successful that new half-time positions were added each year, eventually being included in every department of the library. The young men and women who filled these positions for a year or two were valuable additions to the staff and obtained useful experience along with their studies. I meet many of them now as I speak to the academic librarians in different states and I hear of them working successfully in colleges, universities and junior colleges in California, Kansas, Tennessee, and Kentucky. The first of them, Luree, is a school librarian in Massachusetts; another is in the music department of a public library in Michigan.

The last event in bringing the department and the library into closer cooperation was the appointment of Mrs. Regina Berneis as the Laboratory Librarian, full time, in 1965, with the agreement that her salary would be paid by the library, but that she would be assigned to teaching at least one library science course each semester.

I had been one of the founders of Beta Phi Mu, an honorary society for graduate librarians, organized at the University of Illinois the summer of 1948. About 1958, I tried to start a professional chapter by petition of the ten national members working in Kalamazoo libraries. Due to delay at the headquarters office, the chapter to be formed could be established as a library school unit by the time it was accepted, for by 1966 there had been a number of graduates recommended for national membership from each year's classes. Mrs. Berneis and I collaborated that year in arranging the initiation ceremonies for Kappa Chapter, with Donald Brown, the Reference Librarian from the library staff, becoming its first president.

My last opportunity to work constructively with Jean Lowrie for the department's future came with the planning of an addition to double the size of Waldo Library nine years after its dedication in 1958. A forty-foot strip was added the length of the north side, one story higher than the existing structure. Department quarters were expanded across the strip on their half of the second floor. What an agony the new construction caused the summer of 1966! Ducts for air conditioning were included in the original building, but now air-cooling was to be added. That summer the fans which had circulated air through the duts were turned off and we sweltered! Classes were moved to Sangren Hall because their top floor in the library was even hotter than the two lower ones. By the second summer, 1967, the fans were operating and a few trial runs of the air-cooling began to make the building comfortable for work and study. Mrs. Berneis moved the laboratory library across the hall into its expanded quarters and the old space provided some new office and classroom facilities. In late August I left for a new position, confident that at least for a few years the Department of Librarianship was housed better than most of the library schools I had experienced.

Since September, 1967, Dr. Stokes has been College and University Library Specialist in the USOE Bureau of Libraries and Educational Technology. Previous to joining Western as librarian in 1948, she had served at the University of Illinois and Penn State libraries. She was named director of WMU libraries in 1963. Dr. Stokes received her B.S. from Simmons College and M.A. and Ph.D. in librarianship from the University of Michigan.

1964
1970

The era from 1964 to date brought full fruition to the Department of Librarianship's program. National recognition was accorded in several ways including scholarships and gifts, government grants and specially funded institutes. The mid-decade curriculum reflected the national trends in instructional and non-print media and, with automation looming on the library horizon, plans were underway to integrate electronic data processing techniques into the program.

The 1965 academic year was particularly full of activity. The Alice Louise LeFevre Memorial Loan Fund, begun in 1963, had grown into a student loan fund. A.L.A.'s accreditation committee revisited in November and gave further approval to the program. The department received the first U.S. Office of Education fellowships—a benefit continuing to date. In September, the University's Board of Trustees approved the recommendation that the Master of Arts degree (M.A.) be changed to a Master of Science in Librarianship degree (M.S.L.). Plans were on the boards for additional space, including direct connections with the University Computer Center and the audio-visual center. For the first time the laboratory library had the services of a full-time librarian. Naturally, the curriculum continued to expand with such new courses as Special Library Service, Advanced Seminar in Librarianship, and Libraries and Multi-Sensory Communication Media being offered for the first time. The highlight of the year, however, was the receipt of a three year federal grant which was to be used to strengthen the department in all areas: faculty, resources and facilities.

The new sixth year program for the Specialist Degree in Librarianship was introduced in 1966. It provided a curriculum which prepared for the administration of the instructional materials center in the individual school or on a system wide basis, or library education in the field of school library programs. The program requires at least thirty hours of work beyond the master's degree. In addition, the first departmental course in a projected information science program was offered and students could also take an introductory computer programming course in conjunction with the mathematics department. Five sixth year students holding federal scholarships were involved in a program to prepare for library school teaching and a special advanced Seminar in Library Education was offered in order to augment their program. After several years in the planning, Kappa Chapter of the national honorary professional fraternity, Beta Phi Mu, was established in June, 1966.

If faculty and students recall any one event of the year, it would likely be the continuing noise, inconvenience and summer heat associated with the department's physical expansion. The throes of construction, however, produced a department doubled in size—a new laboratory library, increased office and classroom space, a typing room, cloakroom and enlarged seminar lounge. The new lab library, with seating for 200, was equipped wtih audio-visual carrels, study carrels and contemporary furnishings. There were also additions to the lab library collections.

Special innovations in the following years included an experimental telelecture reference course which was offered in the fall of 1967. This method for extension teaching utilized facilities of Lake Michigan College in Benton Harbor with a control class on campus as part of the experimental design. The results supported future use of this technique. By April of 1968, the first Specialist degrees had been earned and several others were enrolled in the program. It was now possible to study in three areas: instructional materials, public libraries, and community colleges. Then in June, the W.M.U. Board of Trustees gave approval to the proposed Master of Science program in Information Science. Partially implemented in the fall of 1968, this program is a multi-disciplinary approach in both content and instruction. Courses include, among others, system design, indexing and abstracting, data processing and retrieval theory. Graduates will be prepared to go into special information centers and libraries which are currently using or plan to incorporate modern automated techniques including computers.

The ever-expanding curriculum emphasis is indicated by recent additions which reflect contemporary awareness and specific needs. In 1968-69 a program in Map Librarianship was developed in cooperation with the Department of Geography. In 1969-70, Library Administration and Management was team taught with the Management Department and the course, Library Services for the Culturally Disadvantaged Child, was introduced.

What then, is the current situation? The laboratory library, which has steadily grown and improved during its history, now provides strong support for the Department's program. By 1969, the facility held some 11,000 volumes, 350 current periodicals and 1270 bound periodicals. The faculty of the department in six short years has grown from five full-time in 1964 to eleven full-time in 1970, an administrative assistant, a laboratory librarian, an adjunct professor, two secretaries and two part-time faculty. Enrollment has been increasing in all areas with every specialization showing growth. In keeping with an ever-evolving tradition, curriculum has undergone continual evaluation; in 1968 students first participated in analysis and revision. In order to focus faculty involvement, a special weekend workshop is held each year in which undivided attention is given to necessary departmental revisions.

Student involvement has become a major part of the program in areas other than curriculum. The students are active in planning colloquia, evaluating faculty, serving on advisory committees and generally working to improve the School.*

The growth of the Department of Librarianship was recognized in July, 1970 with its status change to a professional school at Western†. But it can be seen, in these few historical notes, that such a move is simply one more step in twenty-five years of growth. It can be anticipated that the dynamic evolution of the library school will continue in the next decades.

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*See student comments, pages 32-34.
†See Alberta Brown's article, "The Past is Prologue," pages 30-31.

A touch of the international—Hungarian students prepare a goulash dinner.

The laboratory library of the '70's seats 200 and is equipped with both audio-visual and study carrels.

The Past is Prologue

Alberta Brown

The present is always an accumulation of those events of the past which have stood the test of time, and, therefore, become the cornerstone of the policies of today and the foundation for growth and development tomorrow. During the past twenty-five years the Department of Librarianship has moved from a teacher-librarian undergraduate program to a fully accredited, multi-purpose graduate library school. This has taken both time and professional effort to accomplish. But on this twenty-fifth anniversary of the founding of the Department, it has been recognized by the University as the School of Librarianship and the Head of the Department has become the Director of the School.

This achievement connotes in a very real sense that our past was prologue. An illustrious past does not necessarily insure that the following years will continue to be professionally progressive and creative. However, several factors have contributed to the uninterrupted growth of the Department. Among them are (1) an alert and interested Advisory Committee; (2) the development of course content and expansion geared to meet the growing and changing needs of the profession; and (3) a faculty who are intellectually prepared not only to work in a developing situation but who have made substantial contributions to the profession both at the state and national level.

Library schools everywhere are in a period of change and development. It is an era when the school library has become a media center, and libraries in other areas are becoming information centers rather than restricted collections. We are indeed fortunate to have had not only leadership in the Department during this period of unusual growth and change but a faculty receptive to new ideas as well.

The Advisory Committee has often played an important role in the Department's development. It is comprised of librarians whose prime interest is to participate in the development of good library service. In 1962 the Committee stressed the fact that the faculty numerically fell below the standards needed and, partially as a result of our effort, Dr. Russell Seibert, Vice-President for Academic Affairs, made a commitment promising that the Department of Librarianship could count on additional faculty during 1963-64.

Two years later, at the spring, 1966, meeting, the Committee passed a resolution requesting that a letter be sent to President Miller regarding the accomplishments of the Department. The following excerpts illustrate the Department's growth:

> The committee . . . [wishes] to congratulate you upon the high professional and intellectual caliber of your library science program, its creativity and its realistic understanding of library needs. Although Western is one of the newer schools in the nation, Dr. Lowrie and her faculty have achieved for it an outstanding reputation.
> In the light of the urgent need for librarians in Michigan, as well as for research in the rapidly changing library world, the committee strongly recommends that the faculty and resources of your department be enlarged and its enrollment increased.
> . . . [We] on the committee . . . [wish] to express our pleasure in your support of a sixth year degree program, and your progress toward additional space for both the Library and the Department of Library Science.

During this period the faculty increased in number from three and one-half in 1962 to ten full-time persons, two part-time persons, a full-time laboratory librarian and an administrative assistant in 1969.

In February, 1969, the Advisory Committee met with the faculty and discussed many problems relative

to the prospective growth of the school. As a result, it was suggested that another letter be sent to the university President, requesting him to consider changing the status from a Department in the Graduate School to a full-fledged Graduate School. This petition was granted and thus, in the late Sixties, the idea of a graduate school found fruition at Western.

As the second area of importance during the past decade, curriculum development has played a significant role in the forward march of the school. Change in scope and function of the library necessitates not only revision of the content of the current curriculum, but the addition of new ones to meet changing demands. The faculty has been aware of these problems and for the past several years have spent a weekend each year in special conference discussing course content and planning for the future. Some interesting changes and innovations have resulted from these annual meetings as well as from other discussions of the problems in this area. They are:

—pioneering in the development of the total media curricula for school libraries.
—introduction of a telelecture course in basic reference work.
—following the general trend and offering general work in the area of information storage and retrieval.
—breaking new ground in the course in Library Administration and Management, by using an inter-disciplinary approach to administrative theory and principles of management.

In addition to the above, Western offers courses leading to a Master of Science in Librarianship in two ancillary areas: (a) Master of Science in Information Science using a multi-disciplinary approach implemented by the School of Librarianship; (b) a curriculum in Map Librarianship developed in conjunction with the Department of Geography and the first of its kind in the United States.

The faculty plays an important role in any educational institution and this constitutes our third area of importance. In any education situation questions may arise as to adequate preparation, ability to teach in a stimulating manner, etc. The administration of the University is responsible for answers to the first question; faculty and students may be judges of the second. However, there is a third area which speaks loudly and clearly regarding faculty members: service to the library community at large, particularly in the professional world. The person who is an active participant in professional organizations, who is both informed and articulate, and whose views are considered valuable enough to print is making a contribution above and beyond the classroom. These characteristics are generally the mark of a superior member of the faculty. We are fortunate to have faculty at this library school who have and are making signal contributions to the profession.

It is true that our past was prologue, but this brief scanning of the accomplishments of the past in the School of Librarianship would seem to imply that our successors may look back and say "Our past is prologue" and be in our debt.

Miss Brown, visiting instructor in the Department of Librarianship, has been head librarian of both Creighton University and St. Marys College. Head librarian of The Upjohn Company from 1941-1959, she has been a library consultant and legislative representative since her retirement. Miss Brown is a past president of Special Libraries Association and received the S.L.A. Hall of Fame award in 1961.

Variations on a Theme

Mary Ellen (Mueller) Thero, Wendell Lotz, Mary Anne McIntire

Several questions were asked of three graduates who were in the department from 1964 through late 1969. The variety of their observations reflect an aspect of the department in the past few years. Mrs. Thero received her master's degree in 1964 and is currently children's librarian and branch first assistant for the Detroit Public Library. She was the first recipient of the LeFevre Award. Mr. Lotz received his master's in 1968 and was a graduate fellow. He is presently head of the Purchase Division of the Ohio State University Libraries. Miss McIntire is working in an elementary school library in Warminster, Bucks County, Pennsylvania. She received her master's in 1969.

Q. *When you think about your time in the department, what strikes you first?*

THERO—My initial contact with the Department of Librarianship at Western Michigan University was an interview with Miss LeFevre. I was quickly aware that Miss LeFevre was a professional, devoted to her career, and also nobody's fool. She encouraged an applicant but also invited you to reexamine the motives and inducements for your entertaining the idea of becoming a librarian.

I have always liked school and the librarianship coursework was certainly a challenge especially in the beginning "when the world was so new and all." There was always something new to learn and one of those papers to write. I still blanch when I catch sight of Turabian's *Student's Guide for Writing College Papers* on the library shelf.

Examinations were usually rather traumatic. I recall those study sessions when classmates would fire questions at each other. I also recollect that after much whining we were given reluctant permission to smoke in the lounge during these study sessions, then who should set a wastebasket smoldering but yours truly. The smoking privilege was quickly rescinded.

Of course graduation was a thrill. Even though I tried to be sophisticated and mature I found myself a bit choked up over it. A diversion that kept me from slobbering, however, was the acute problem of how to wear the hood. The LeFevre award was an added surprise and honor and definitely the high spot of that year.

LOTZ—I enjoyed myself. It is difficult to explain exactly why; indeed, this feeling may have had nothing to do with the department, but I have, in my mind, attributed it to the atmosphere and to a spirit related to *esprit de corps* which I found on the second floor of Waldo Library. I remember this fact because of the deep contrast it presented to my previous year in a graduate history department. There the faculty were remote from the students and the students were almost totally concerned with academic problems.

At Western I found it far easier to talk to faculty than at any other stage of my academic life. Not only were faculty members available for class-oriented consultation, but also for chit-chat and professional exchanges. The students were friendly; the spirit present, however, went beyond that simple word. There was concern for the person as well as the student. One might attribute this attitude to developing professional camaraderie—at least I do.

McINTIRE—In spite of busy schedules, both faculty and students make time to become acquainted. The undercurrent of friendliness within the Department is heightened by the approachability of the faculty, who manage to provide individuals with a well-balanced diet of insight, encouragement, and humor. Although some of the comforts of home may be lacking, the spacious and contemporary surroundings of the laboratory library contribute to pleasant "live-in" conditions while immersed in assignments.

Q. *What do you recall as some of the program's highlights?*

LOTZ—The academic year 1967-68 was the first spent in the newly expanded facilities. We were the fortunate ones. We had only to hear of the inconveniences of conducting classes or operating under the former crowded conditions. As a jack-of-all trades assistant to the faculty, I remember spending the fall months helping situate newly arrived materials and making other adjustments as everyone adapted to the spacious new quarters.

I don't believe that year can be called an outstanding one for new program developments. There were, however, two or three new courses topped by the first [sic, second] information science course taught by Mr. LeRoy Lebbin. This was the start of what was hoped to be, within two or three years, a degree program in information science. Mr. Donald Lehnus also taught a Government Documents course. This class was at least new in format, if not in the curriculum.

Media experiments were also made in two classes. Mr. Martin Cohen used a combination of tapes and illustrative booklets to present various bibliographical tools in the Book Selection course. Miss Marquerite Baechtold conducted a very unique experiment, teaching a Benton Harbor extension class—Reference Service—via tape recorded lectures and using the telephone for question and answer sessions.

McINTIRE—A fringe benefit of being on campus during the summer of 1969 was the opportunity to sit in on sessions of a workshop held for public and school librarians from many states to discuss innovative programs for young urban disadvantaged children. Among other prominent speakers, Ann Izard shared professional experiences and presented some helpful guidelines for storytelling programs. Meeting with prominent members of the profession, such as Dr. Lester Asheim, was a meaningful experience provided by Colloquiums. A group tour of the Park-River Forest High School Library helped to demonstrate the computer's efficiency and far-reaching potential as evidenced by the Dial Access program.

Q. *How would you characterize the student body during your time in the department?*

THERO—I liked the students. They were friendly, warm, and as willing to share hard study as a laugh and a cocktail. I remember when President Kennedy was assassinated how shocked we were and how kind and sympathetic the foreign students were. I'm sure many of them were well acquainted with such national loss and grief.

LOTZ—I doubt if there was anything unique about the student body of my year. We had our outspoken students and those who never said a word—on any subject. There were cynics and critics—often with no viable solutions to the problems they saw—always willing to attack anything that didn't suit them. But there were contributors, too. The students came from many backgrounds and, significantly for the profession, from many other vocations. We had many former teachers who, for various reasons, were seeking another avenue to serving education.

At age 23, I actually was one of the youngest persons in the student body and also one of the few who had not spent some time in the working world. Those former teachers and others often offered an interesting contrast of views to those of us who were still pure academicians.

We had a number of foreign students—perhaps eight or ten Orientals and at least three Indians. These people, too, contributed their share and helped broaden the horizons of many of us. I can also remember, however, administrative concern at this time for the difficulties foreign students had academically because of different educational and cultural backgrounds.

McINTIRE—Concerned with implementing constructive curriculum changes, and streamlining the "new image" to meet the demands of a new decade, the student body was characterized by a dedicated, cooperative spirit. The need for social activity and group discussion prompted graduate students to create an organization which began informally in September, 1969, and quickly grew to receive

official recognition at W.M.U. as the Graduate Library Students. Group solidarity provided the impetus for individuals to reach out and become actively engaged in campus-wide activities, such as the October and November Moratoriums and the formation of a university Graduate Student Council.

Q. *Who stood out among your fellow students? Who among the faculty?*

THERO—The faculty impressed me with a quality they all seemed to radiate. That was a strong belief in librarianship, and a devotion to further the cause of good library service with good librarians. I recall Dr. Lowrie's enthusiasm in Children's Literature and storytelling class, and her insistence on the best for children. Mr. Purcell was always so well prepared for his lectures. He was thorough and interesting and one really could never object to his examinations because he so obviously prepared you for that onslaught.

I remember warmly the hospitality of Kalamazoo residents, not only the students in the department like Mrs. Ruth Kuffel and others, but the people of Kalamazoo in general, and the staff of the Kalamazoo Public Library who made my field work both a pleasant and practical learning experience. My thanks to Director Mark Crum and Miss Alice Stevens of the Boys' and Girls' Room.

LOTZ—My position as assistant to the faculty—a service required of me in return for set sums—gave me an opportunity to know all the faculty better than most other students. Three instructors stand out, however, each for a different reason. Donald Lehnus was outstanding for his rapport with the students. I still remember the anger many of us felt in class because, for academic reasons, a specific call number was correct, while theoretically any of two or three might do. The man was so exasperating in class and so exceedingly interesting in the corridors, at lunch and in his office.

Dr. Laurel Grotzinger excelled as the scholar of the department. Her course in research was rated, almost unanimously, the toughest. Perhaps fortunately for my academic record, and unfortunately for my learning experiences, I received a waiver from 629.

My favorite instructor was Dr. Lester DeKoster, the librarian at Calvin College, who was brought in and subjected to the College and University Administration class. It was our gain. This class certainly ranks among the two or three most stimulating in my six years of college. Seldom have I met such a learned man who could present his knowledge so vividly.

Criteria is a problem when I try to determine who was outstanding among the student body. Academically fifteen or so were inducted into Beta Phi Mu. I remember those with whom I associated most in the various courses for academic librarians. Courses in common triggered many conversations on other matters and I number the closer friends I found that year: Sheryl Sinclair Pursell, Sakae Kubo, Virginia Knuebel, and Mike Eifert. Several of the more outstanding students and persons were in the school librarian curriculum. Our paths seldom crossed, so only such names as Celeste DiCarlo, Mrs. Katherine Shaw and Scott Fisher come to mind.

McINTIRE—A soft-spoken Canadian, Don Hamilton, effectively motivated others to participate in student seminars organized to serve as forums for sharing varied professional experiences. Harold Way's humorous quips often helped the workweary see the lighter side of graduate library student life. Agile-minded Jill Wellman helped to make discussions stimulating. At the 1969 Graduate Library Students' Christmas Party, the faculty "stood out" with gusto as, decked in festive hats and armed with assorted rhythm instruments, they gave a pseudo-symphonic performance as "The Dewey Decibelles and Guys." The group, with spotlight performances by the determined drummer, Miss Eleanor McKinney, melodious recorder player, Mr. William Smith, and polka-playing accordionist, Dr. Laurel Grotzinger, showed students that within every professor lies a hidden talent yearning to be tapped.

The Silver Anniversary of the School of Librarianship

George G. Mallinson

In its Silver Anniversary year, on July 1, 1970, the stature of the Department of Librarianship of Western Michigan University was recognized by the change of name to School of Librarianship, a unit in the Graduate College. The growth of the department, and its national and international stature, are evident not only in the programs which have emerged in response to developments in the field as well as to anticipation of developments in the field, but also by the various types of recognition accorded to the staff members. For the first 13 years of its existence the librarianship program was allied with the Department of Teacher Education, since during that period the training emphasis was on the school librarian. However, the nature of Western Michigan University changed from a teacher's college to a university in name, although it had long since been a broad spectrum institution. In fact, it was reasonable for the Department of Librarianship to be transferred in 1958 to the School of Graduate Studies. The move was consistent with the increased emphasis on graduate studies in librarianship based on the fifth-year program which had been initiated in 1957. The Department of Librarianship, now the School of Librarianship, has remained in that administrative structure since that time.

A major step in the recognition of the Department of Librarianship was the accreditation it received in 1959 from the American Library Association, acknowledging the department as a high-quality graduate department of library science. This acknowledgement was important in a number of ways, especially in that the Department now became eligible as an accredited graduate unit. In addition, the accreditation made it possible for the Department to recruit staff of higher qualifications than it could possibly have had as a non-accredited unit.

The recognition by the American Library Association, however, was only a step in the growth in the Department of Librarianship. It is well known that developments in multi-modal instruction made obsolete many earlier concepts about the roles of audio-visual centers. Also, the idea of the library as a storehouse of printed material "went by the wayside." The newer concept of the Instructional Materials Center in school and public libraries with many devices offering various types of sensory input developed rapidly. The Department of Librarianship anticipated these innovations and in the fall 1961 initiated a new graduate program for training "Instructional Material Center Specialists" whose knowledge went far beyond the traditional cataloging, classification, and bibliography. In 1965, in recognition of the newer professional emphasis, the Board of Trustees approved the change of degree from the Master of Arts to the Master of Science in Librarianship. In 1966, the Department of Librarianship initiated a sixth-year program leading to the degree of Educational Specialist, the latter being the first of its kind in the country. This program, which requires 30 hours of graduate study beyond the Master of Arts degree, is designed to prepare librarians to administer instructional media centers in single schools or in total school systems, to administer libraries in community colleges, and to take leadership roles in public libraries.

The recognition of the quality of the School of Librarianship is further evidenced by the increasing enrollments, which totalled 30 in 1959 and 379 in 1969. From 1959 through 1963, a period of 5 years, 114 Master of Arts degrees were awarded in the area of librarianship. From 1964 to 1966, a period of 3 years, 188 degrees were awarded, and from 1967 to 1969, a period of 3 years, 281 degrees were awarded. In the latter period 4 specialist degrees were awarded.

The preceding information, which is essentially quantitative, is impressive, but certain data more qualitative in nature are equally supportive. During the past few years the space available for the instructional, research, and service programs of the School has doubled in size. The increase in space has facilitated the development of a model laboratory library, and the installation of audio-visual and study carrels. These, together with increased office and classroom space, have made it possible for the School

of Librarianship to sponsor, with federal support, many different Institutes. The support for these Institutes was awarded in competition with proposals from schools of librarianship in other institutions that had been established long before the program at Western Michigan University. During the summer sessions 1965, 1966, and 1968, the School sponsored Institutes for school library supervisors with support from the U.S. Office of Education. During the summer session 1969, another Institute was offered, with support from the U.S. Office of Education, for supervisors of school libraries with emphasis on developing library facilities for the disadvantaged. During the spring session 1969 still another Institute was offered, with support from the U.S. Office of Education, for state school library consultants and state audio-visual coordinators.

Currently, an experimental course in administrative practices is being offered. The team teaching concept is being employed using staff from the Department of Management, the School of Librarianship, and from public and school libraries. The School also offers courses in cartography and map collections with the cooperation of the Department of Geography. Within the immediate future the School expects to offer a fully-implemented graduate program in Information Science. An interdisciplinary committee consisting of representatives of the University Computer Center, School of Business, The Graduate College, School of Education, and University Library have worked closely with the School of Librarianship on these developments.

Last but not least, the Graduate College wishes to take cognizance of the leadership provided by Dr. Jean E. Lowrie, Director of the School of Librarianship and to her able staff members who have worked with her in implementing the salutary developments in the School. Dr. Lowrie was recognized by her colleagues by being elected president of the Faculty Senate at Western Michigan University for the year 1963-64. In the same year she received national recognition by being elected president of the American Association of School Librarians. In 1969, she was elected for a four-year term to the executive board of the American Library Association. She received international recognition by being appointed for an indeterminate period as chairman of the International Committee for School Librarians of the American Library Association. In this role she has travelled to many foreign countries as a library consultant.

The Graduate College fully expects the School of Librarianship to continue its growth, anticipating the need for new programs before crises arise. The expectation is based on the evidence of dedication to academic development and the success in implementing developments displayed at this Silver Anniversary.

Dr. Mallinson, Dean of the Graduate College, received his B.A. and M.A. from New York State College for Teachers, his Ph.D. from the University of Michigan. At Western since 1948 as professor of psychology and science education, he has been Dean since 1954. Dr. Mallinson, since 1957, has been editor of *School Science and Mathematics*.

A Look to the Future

Jean E. Lowrie

A birthday is always an exciting occasion. It is not only a time for looking backward, but it is even more a time for looking forward. As I review and evaluate the progress which the Department of Librarianship has made over these past twenty-five years, I find three unique perspectives which challenge us in 1970. There is the historical perspective based on the great foundation which was laid by Miss LeFevre during her work in the department from 1945 to 1963. There is the perspective of the new provocative future which is opening up for the library profession in the coming years. Finally, there is the challenging perspective of the present based on expanding services, educational innovation, new materials and exciting experiments in the field of library education.

It is my sincere hope that the School of Librarianship, as it looks toward the next twenty-five years, will continue to emphasize the idea that the library is an educational and cultural as well as a service center. It is also my hope that the School will continue to educate librarians for the various types of libraries currently in existence, and, in addition, will do more to relate to the trends and development of future libraries and librarians. Surely the faculty will try to utilize innovative practices in their teaching and will attempt to stimulate, on the part of the students, creative concepts of library service; compassionate as well as intellectual comprehension; and relevant participation in the curriculum plans for the future of the School. Research which will lead to new services in the profession and, hopefully, new knowledge in the profession will be encouraged. Undoubtedly there will be more emphasis on inter-departmental programs and cooperative teaching with univesrity faculty from other disciplines.

Through the years, conversation and exchange of ideas have been conducted with the various librarians in Southwestern Michigan and, indeed, most of Michigan. Such dialogue has been important to the growth of the School and to the kinds of services which the School of Librarianship has given in the past. This dialogue will continue to expand and will enhance the contributions which faculty and students can make in the next several decades.

One of the areas within the department which will be explored in much more depth in the immediate future is a greater understanding of the environment in which the librarian works. Although this understanding of the community has always been a basic part of the profession, more sensitivity, more depth in the areas of sociology and behavioral sciences must be built into the program.

The interest which currently exists in the sphere of relationships with local and state libraries has now spread to the national level and, indeed, the international level. The presence of visiting scholars from other countries as well as foreign students in our own department has enriched the program in the past and will undoubtedly enrich the perception of future students.

Finally, it is my hope that the program will continue to foster an environment of intellectual and academic freedom; that it will continue to enhance the understanding of prospective librarians so that their contribution may be even greater than that which has been made these past twenty-five years. Above all, there is a special challenge to the School and to the students, to the faculty, and to the Director, to look toward the next twenty-five years as a continuing opportunity to explore one of the great service professions.

Dr. Lowrie received her B.A. from Keuka College, her M.A. from Western and her BSLS and Ph.D. from Case Western Reserve University. Prior to coming to Western as campus school librarian in 1951, she had been at the Toledo Public Library and in the Oak Ridge, Tennessee, public schools. She has been on the department faculty from 1958 and head of the department since 1963. Dr. Lowrie is a past president of AASL and was named Librarian of the Year in 1969 by the Michigan Library Association. She is currently on the A.L.A. executive board.